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ABSTRACT

Due to the rising concern for the improvement of field experiences on the national level and also to the concern raised within the College of Education and Human Services at Clarion University of Pennsylvania, a model was developed and is now being implemented that incorporates a wide variety of innovative ideas on field experiences, research, and service in education. This model is based on several philosophical positions regarding: (1) the role of the university member in teaching service, and scholarship; (2) links with public schools; (3) the role of public school teachers in preservice teacher education; and (4) sequential and developmental field experience. A description is presented of the development of the program and its current activities. Appendices include an overview of College of Education and Human Services field experiences, a comparison of the "scatter approach" versus a management system approach for field experiences, and lists of education related and clinical related field experience centers at Clarion University. (CB)

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Title: The Instructional Research Service Center:
A Model for Change

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OUTLINE

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I. Changing Needs for Field Experiences

A. Status of Field Experiences

Field experiences have always been a part of the preparation of teacher education majors. Traditionally this took the form of a student teaching experience and more recently it has been broadened to include observation and limited forms of practice teaching. These experiences, however, have varied in their organization and have lacked specificity as to the objectives they were to achieve. Many times individual faculty members, as well as the director of student teaching, were placing students in the same school or even in the same classroom without the other's knowledge. Experiences have often lacked sequential or developmental skills throughout the program due to the lack of organization and management. Finally, public school teachers and administrators have been uninformed or lacked the skills to achieve the desired expectations that the field experiences were expected to achieve.

The purpose of this presentation is to explore one university's response to these problems in developing a model operation of field experiences, University research, and service related functions.

The task of providing an effective field experience, research and service involves grappling with problems of partnership, management, and the role of the cooperating teacher and college faculty. Dealing with one problem apart from all others is futile. Thus, the following presentation must be considered from the perspective that while events are presented linearly in the description, they are in fact taking place concurrently.

Before examining any of the problems, it is important to review a few salient points about the history of field experience in pedagogical pre-professional training. Understanding the history is important to understanding why the present field experience is complex and demanding.

FIELD EXPERIENCE IN RETROSPECT: LABS TO TRIADS TO CENTERS

Prior to post-World War I days, most field experience (generally limited to student teaching) took place in a laboratory school which was associated with or part of a College of Education. Teachers in the laboratory schools were hired with the understanding that they would work with student teachers on a continuing basis. Laboratory teachers often had full authority over the student teacher placed with them and were members of the College faculty with an in-depth understanding of the training. Thus, congruence existed between school and university over what constituted a model of good teaching (Andrews, 1976).

Beginning with the late 40's and the growing number of pre-service teachers, laboratory schools were increasingly less able to provide needed training sites. This fact, coupled with the increased expense of operating the lab schools, led to their slow but steady demise. The resultant placement of students off-campus led to the increased use of triad supervisory arrangements involving a pre-service student, a university supervisor and a classroom teacher. This arrangement, which continues as the dominant supervisory arrangement

for pre-service students, came under increasing criticism as research focused on the effectiveness of the triad relationship and consistently yielded the finding that the cooperating teacher was the dominant and most effective member of the triad (Casey & McNeil, 1972; Lee, 1969; Zevin, 1974). In the 1970's, the clustering of pre-service students in a variety of arrangements, usually called centers, began to alter the triad's dominance. While these alternative arrangements were a sign of progress, the impact of university-school interaction upon each other was often less than positive (Collins, 1970). An article in the initial issue of Action in Teacher Education captured the spirit in stating:

For many years the school system/university relationship was a marriage of convenience, built more on form than substance. Schools and colleges accepted the validity of each other's agenda, provided the act of cooperating had minimal effects upon institutional direction. Seldom did representatives of either school districts or university raise, in a problem solving context, questions of each other's effectiveness. Each institution needed the other. Neither believed the other was fully carrying out its mission. Neither was aware of the other's efforts to get its house in order. (MacNaughton, Johns, & Rogus, 1978, p.19)

This attitude, somewhat diffused, still colors efforts to obtain fullest cooperation of local school districts in teacher education programs. Countering this traditional structure requires a creative university response, including the development of collaborative arrangements.

B. Philosophical Base for Change

Due to the concern being raised for the improvement of field experiences on the national level and the concern raised within the College of Education and Human Services at Clarion University, a model was developed and is now being implemented that incorporates a wide variety of innovative ideas on field experiences, research, and service in education. This model is based on several philosophical positions, such as:

1. The role of the university member in regards to teaching, service, and scholarship. (All three are important.)
2. Linkages with public schools (Cooperation is viewed as positive.)
3. The role of public school teachers in pre-service education (Practitioners are viewed as an important part of the training process with direct input in the system.)
4. Sequential and developmental field experiences (Viewed as positive)

11. The Change Process

A. Creating Change Within the University

The change process involved both the university and public schools in the development and implementation of the IRS Center model. Faculty ideas as to their role in training students in education had to be changed from one of solely instruction to that of an integrated role of teaching, research, and service within a field environment. Faculty members who traditionally were assigned only supervision were integrated into the total instructional process while others who traditionally instructed on campus were assigned supervisory roles. In all cases, expectations were identified and training/support was provided.

1. Faculty Support for Supervision

- a. Faculty development workshops were conducted.
- b. Conferences were scheduled with field service director and the development of observations and evaluation guidelines took place.

2. Faculty Support for Research

- a. Faculty development workshops were conducted.
- b. Monetary support for grant writing was provided to the faculty.

B. Change Within the Public Schools

Changes in the public schools took on the role of in-servicing teachers as to the new procedures used and in training teachers in supervisory techniques. (Workshops and inservice by the Director of Field Services). As master teachers were identified, they, along with their administrators, were integrated into the instructional components of the teacher education programs. Change was also directed towards public school administrators. Meetings were held to discuss changes in procedures. In addition, plans were developed for service projects and possible research projects.

III. Organization and Management of the IRS Model

A. Coordination of School Settings

To implement the IRS model, a system had to be developed to manage the many different types of field experience programs in four different departments. Departments were asked to develop a list of the particular outcomes they expected. All field experiences were charted as to their sequence and level of outcomes and applied to a management system by the Director of Field Services. (See Appendix A.)

B. Coordination of Different Types of Field Experiences

See Appendix B.

C. Applying a Management System

In creating a management system, input was sought from both the faculty and public school administrators. A system was developed whereby schools in the geographic area were grouped in regional centers. Each center would be assigned different "levels" of participators during each semester. No center would have more than two types of participators within the area in any given semester. All schools and teachers who participated in the program would receive additional services from the university based on their level of involvement. In addition, teachers and administrators from the various centers were chosen to participate in on-campus instructional activities which are a part of the teacher training process. (See Appendix C.)

IV. Implementation of the IRS Model

A. Development of a Timeline for Implementation

The development of the IRS Center approach to field experiences began in the summer of 1983. Prior to this, various components were discussed as a way of improving the teacher education programs. During the summer a philosophical position for change was developed and explored with the faculty and administration. In the Fall of 1983 a management system was created and work began on implementing the various components by the Spring of 1984.

B. Training Faculty and Public School Teachers

The Fall of 1984 and Spring of 1985 stressed training and retraining faculty and public school teachers. This was accomplished through workshops held at the University and in the various school districts. In addition, the process for research, services, and exchanges began to take shape. Final implementation took place in the Fall and Spring of 1985-86.

C. Controlled Implementation

Control over the implementation of the program as well as feedback and modification of the various programs is part of the role of the Director of Field Services. Periodic evaluation of the project from students, faculty, administrators, and public school teachers will take place on an annual basis.

APPENDIX A

OVERVIEW

OF

CLARION UNIVERSITY'S COLLEGE OF EDUCATION

AND HUMAN SERVICES FIELD EXPERIENCES

SCHOOL RELATED EXPERIENCES

1. Freshman level observations - classroom (K-12)
2. Freshman/Sophomore level observations - school community.
3. Sophomore observations/instruction in classroom - art, music, physical education, and regular classroom.
4. Freshman/Sophomore level observations in special education classrooms.
5. Junior level field trips to special education sites.
6. Junior level instruction, 3 to 6 weeks in K-12 and special education classrooms.
7. Senior level teaching internships in schools - 16 weeks.

CLINICAL/AGENCY RELATED EXPERIENCES

1. Freshman level observations in SPA clinic.
2. Freshman level observation in Adult Development Clinic.
3. Freshman/Sophomore level observation in special education area agencies.
4. Sophomore level field trips to SPA sites.
5. Junior level instruction in special education agencies - 6 weeks.
6. Senior level internships in area agencies - 16 weeks.
7. Senior level internships in medical clinics/hospitals.

APPENDIX A

EARLY FIELD EXPERIENCE

COLLEGE OF EDUCATION & HUMAN SERVICES
(Sample - Level I)

Elementary Education
(Includes Early Childhood Concentration)

Secondary Education

Level I

Level I

1. Course - ED 110 Introduction to
Education

Field Experience - 3 or 4 day
experience over a two or four
week period of time. On campus
simulations and case studies.

2. Course - ED 121 Child Development

Field Experience - 3 or 4 day exper-
ience over a four to six week time
period. (In conjunction with ED
110.) On campus simulations and
case studies.

Purpose/Goal - Observation of the
public school, classroom in-
struction and child behavior.

1. Course - ED 110 Introduc-
tion to Education

Field Experience - 3 or 4 day
experience over a two or
four week period of time.
On campus simulations and
case studies.

Purpose/Goal - Observation of
the public school (general)
classroom instruction.

APPENDIX A

EARLY FIELD EXPERIENCE

COLLEGE OF EDUCATION & HUMAN SERVICES (Sample - Level I)

Special Education
(Includes Dual Certification)

SPA

Level I

Level I

1. Course - ED 110 Introduction to Education

Field Experience - 3 or 4 day experience over a two or four week period of time. On campus simulations and case studies.

Purpose/Goal - Observation of the public school (general) and classroom instruction.

2. Course - ED 121 Child Development

Field Experience - 3 to 4 day experience over a four or six week time period. (In conjunction with ED 110.) On campus simulations and case studies.

3. Course - Sp.Ed. 225 Early Field Experience (Special Education Certification Only)

Field Experience - Three hours in 18 different programs. Students complete this on their own time, at home or during the school year.
Purpose/Goal - Introduce the student to a variety of special education settings.

1. Course - SPA 450 Speech Science I

Field Experience - Three observations at CUPA.
Purpose/Goal - Observation in a clinical setting.

2. Course - SPA 456 Speech Science II

Field Experience - Three observations at CUPA.
Purpose/Goal - Observation in a clinical setting.

3. Course - SPA 452 Speech Pathology I

Field Experience - Three observations at CUPA.
Purpose/Goal - Observation in a clinical setting.

APPENDIX B

THE SCATTER APPROACH vs A MANAGEMENT SYSTEM FOR FIELD EXPERIENCES

THE SCATTER APPROACH

- POSITIVE ASPECTS -

1. Serves a wide range of schools and agencies.
2. Greater chance to meet individual student preferences.
3. Greater chance to meet individual co-op needs.
4. Large amount of flexibility in managing internships.
5. Can lead to a broad base of support for the university's programs.

- NEGATIVE ASPECTS -

1. High cost involved in transportation for supervisors and students.
2. Amount of supervision declines due to distances in travel.
3. Quality of supervision may decline due to distances in travel.
4. Overall management may be chaotic and cause mistakes without an organized plan.
5. No planned variety of experiences for students.
6. Conflicts arise with a variety of internships overlapping at a particular site.
7. Communication may break down with co-ops.
8. Supervisors' needs may be ignored -- a wide variety of sites may cause conflicts in his/her schedule.

APPENDIX B

9. Communication may break down between the students, the supervisor, and the university.
10. University resources may be poorly used.

THE MANAGEMENT SYSTEM APPROACH

- POSITIVE ASPECTS -

1. Cost effective.
2. Increases the amount of supervision.
3. May increase the quality of supervision.
4. Systematizes the variety of placements - eliminates chaos.
5. Eliminates site conflicts.
6. Provides for a communication system with co-ops.
7. Provides for a communication system for students.
8. Maximizes supervisor's time.
9. Cuts travel time.
10. Maximizes the use of university resources.
11. Serves a wide range of schools and agencies in a planned sequence.
12. Flexibility within a planned sequence.
13. Student needs are met within a planned sequence.
14. Provides the student with a planned variety of field experiences within a four year period of time.

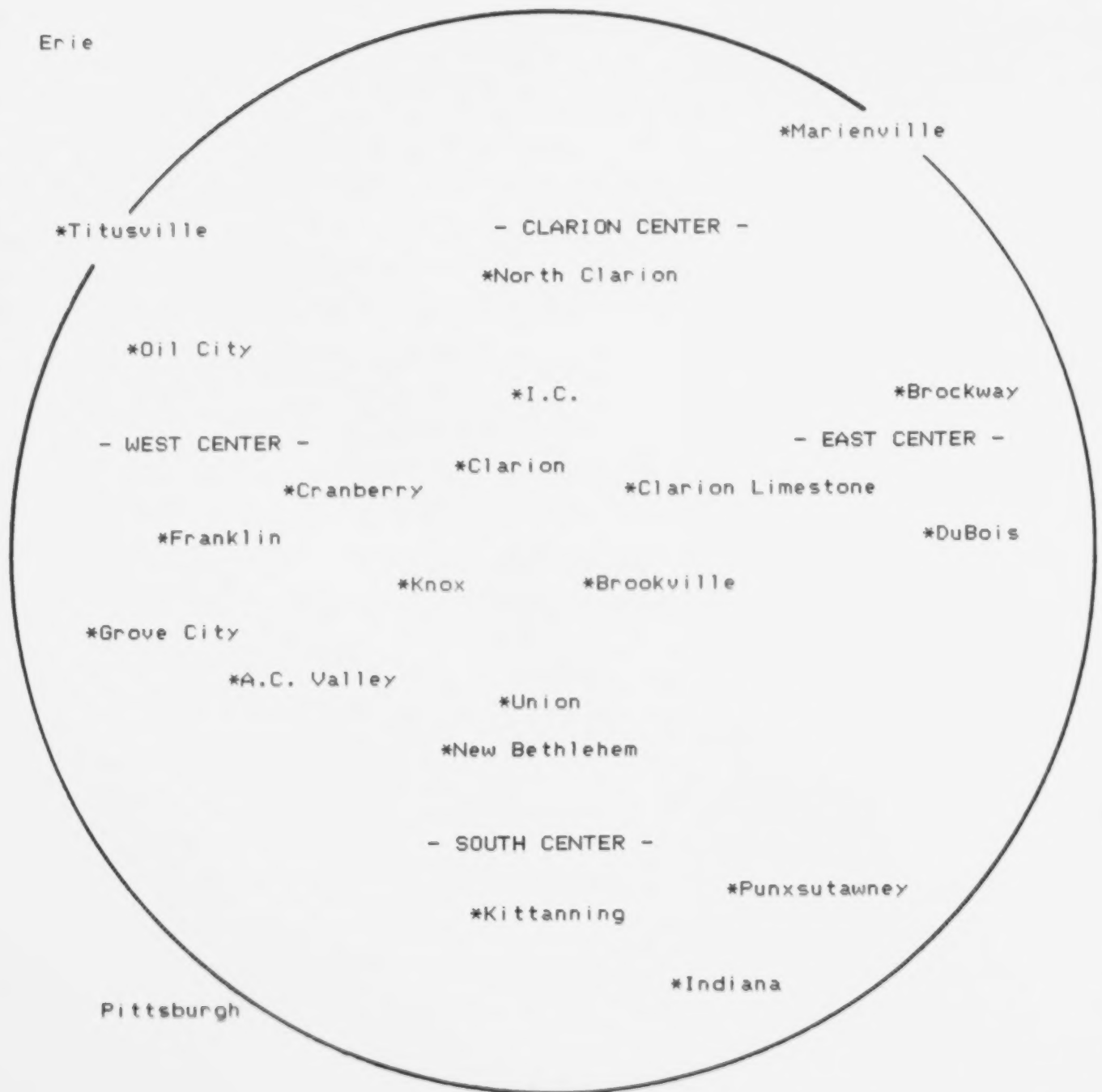
APPENDIX B

- NEGATIVE ASPECTS -

1. Limits the number of schools and agencies served.
2. May limit student site preference.
3. May limit the flexibility in site selection.
4. May lead to an overload of students in the schools and agencies used.
5. May not meet the needs of the co-ops.

APPENDIX C

FIELD EXPERIENCE LOCATIONS



APPENDIX C

FIELD EXPERIENCE CENTERS - CLARION UNIVERSITY

EDUCATION RELATED

I. Clarion Center

Clarion School District
Clarion Limestone School District
Forest County School District
Immaculate Conception School
North Clarion School District

II. West Center

Cranberry School District
Franklin School District
Keystone School District
Oil City School District
Titusville School District
Valley Grove School District

III. South Center

A-C Valley School District
Redbank Valley School District
Union School District

IV. East Center

Brockway School District
Brookville School District
DuBois School District
Punxsutawney School District

Paired Centers

Clarion Center and East Center
South Center and West Center

APPENDIX C

Management of levels of student participation within the four centers:

Fall Semester

Clarion and East receive Levels II and III.
South and West receive Levels I and IV.

Spring Semester

Clarion and East receive Levels I and IV.
South and West receive Levels II and III.

APPENDIX C

FIELD EXPERIENCE CENTERS - CLARION UNIVERSITY

CLINICAL RELATED

I. Clarion Center

Abraxas Foundation - Marienville
Allegheny Manor
Area Agency on Aging
Base Service Unit - Clarion
Clarion Hospital
Frontiers
Stairways

II. West Center

Barber Center - Erie
Base Service Unit - Butler
Base Service Unit - Venango
Butler Association of Retarded Citizens
Council on Aging
Easter Seals
Erie - Hospital sites
Franklin Hospital
Oil City Hospital
Polk Center
Venango Training Center
Youngstown - Hospital sites

III. South Center

Base Service Unit - Clarion
Base Service Unit - Indiana
Staunton Clinic

IV. East Center

Base Service Unit - DuBois
Brookville Hospital
Clearfield-Jefferson Community Mental Health Center